

Research on Blended Teaching Mode of College English based on Rain Classroom

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Abstract: Based on the blended teaching of the rain classroom, it can not only utilize the high-quality rain classroom resource, but also meet the needs of students' differentiation and individualization, and make up for the shortcomings of traditional teaching. The college English blended teaching reform based on the rain classroom is on the basis of the data and intelligent information provided by the rain classroom to support the process of college English teaching reform. This paper analyzes the college English blended teaching mode based on rain classroom including the front-end analysis, teaching design and learning evaluation; teaching resource, teaching environment and teaching evaluation are designed; the implementation measures of college English blended teaching based on the rain classroom is proposed. The application of the research results in this paper can mobilize the enthusiasm of students, improve the efficiency of classroom teaching, and improve students' practical application ability in English.

1. Introduction

Information technology has injected new vitality and energy into modern education, and has revolutionized the development of modern education. Promoting education modernization with education informatization is a strategic choice for the development of education in China. It is necessary to promote the popularization and sharing of high quality education resource, promote the in-depth integration of information technology and education, and realize all-round innovation in educational ideas, concepts, methods and means. How to make information technology play a greater role is an important issue for educators today. The rain classroom is one of the effective ways to solve this problem. The rain classroom is a wisdom teaching tool for higher education in the online education office of Xuetang Online and Tsinghua University. The purpose is to enhance the classroom teaching experience and make teachers and students more interactive and more convenient. The rain classroom is based on the highest-use PowerPoint and WeChat for secondary development. It realizes the functions of mobile courseware push and teaching PowerPoint synchronization, "do not understand" button feedback, barrage interaction, classroom exercises and statistics. The rain classroom connects all the links of students and teachers pre-class, in class and after-class, so that the interaction in the learning process is more and more interactive, so that students can learn better and promote teachers to teach better. As an effective carrier and deep integration of information technology and education, blended teaching combines the advantages of online teaching and traditional teaching with an "online" + "offline" teaching mode, through the organic combination of two teaching forms. Learners' learning can be guided from shallow to deep learning. Using different learning theories, different techniques and means, and different application methods, the advantage of classroom teaching system with the group learning and the individualization of online learning, which has become a new teaching form for teachers.

College English teaching is an integral part of higher education, and college English curriculum is the compulsory basic course for college students. College English is a teaching system based on foreign language teaching theory, with English language knowledge and application skills, cross-cultural communication and learning strategies as the main content, and a combination of

various teaching modes and teaching methods. The goal of college English teaching is to develop students' comprehensive English application ability to adapt to the needs of social development and international communication in China. The blended teaching breaks the discontinuity of traditional teaching, provides teachers with a variety of evaluation channels, provides students with rich teaching resource, expands the teaching content of college English, makes English teaching rich and colorful, and improves students' enthusiasm and initiative. Based on the blended teaching of the rain classroom, it can not only utilize the high-quality rain classroom resource, but also meet the needs of students' differentiation and individualization, and make up for the shortcomings of traditional teaching. This topic provides a new perspective for English teaching research, in line with the requirements of college English teaching in the information age, in line with the development direction of modern educational technology.

2. Blended Teaching Mode of College English based on Rain Classroom

Blended teaching involves the mix of ways, no matter what kind of mix, must achieve the organic combination of teacher-lead and student-subject. According to the principle of systematic design of teaching design, individualization of teaching process and complementarity of teaching resource, the construction of college English blended teaching mode based on rain classroom is shown in Fig.1.

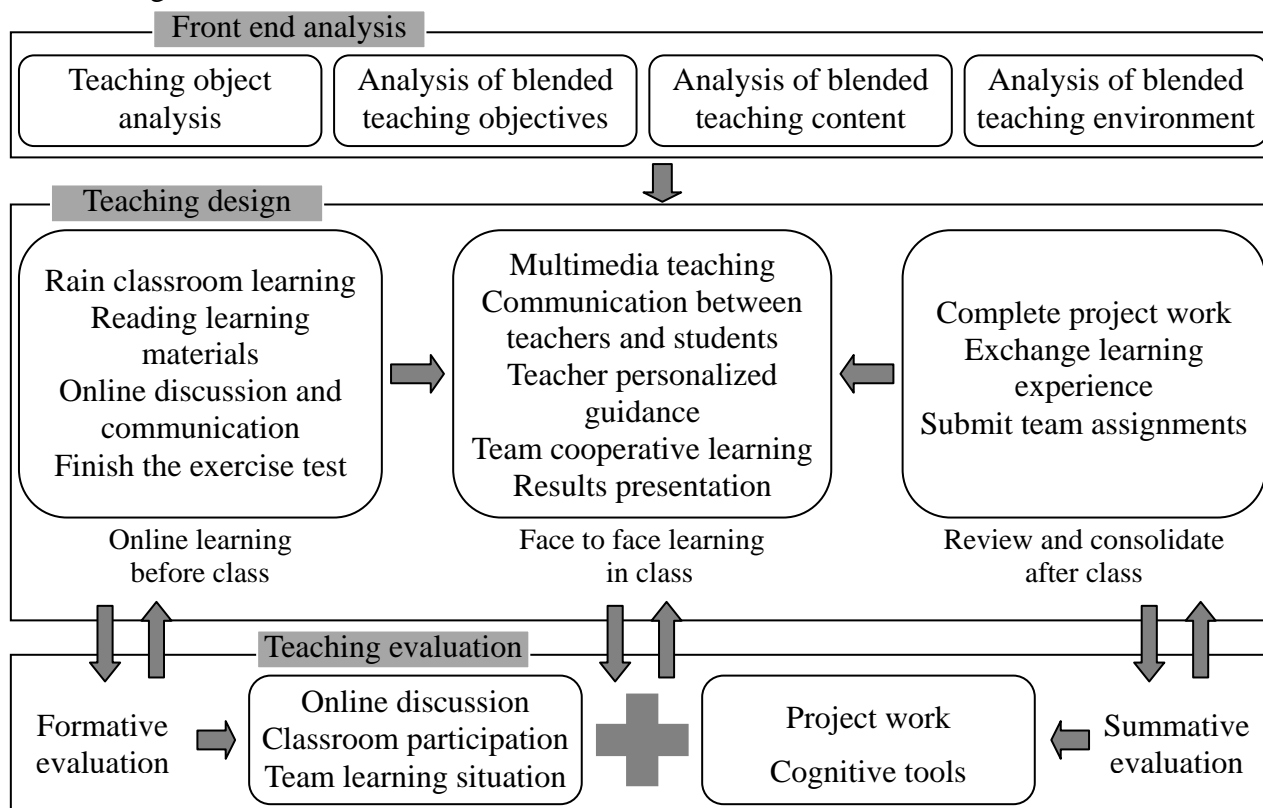


Fig. 1. Blended teaching mode of college English based on rain classroom

The college English blended teaching mode based on the rain classroom shown in Fig.1 consists of three parts: first, the front-end analysis, mainly analyzes the rain classroom teaching objects, blended teaching objectives, blended teaching content and blended teaching environment, the foundation of the entire blended teaching. Second, the teaching design, including the pre-class online learning stage, the face-to-face learning stage and the after-class review and consolidation stage, select the appropriate teaching strategies according to the teaching objectives and teaching content, rationally use the learning resource, design the teaching activities, and form a "teacher lead student main" double parts teaching mode. Third, learning evaluation, including formative evaluation and summative evaluation, feedback of formative evaluation can improve teaching in

time, summary evaluation can make teachers and students have an intuitive feeling of the whole teaching effect, and lay the foundation for the next step of teaching.

3. Blended Teaching Design of College English based on Rain Classroom

In order to adapt to the college English blended teaching mode based on the rain classroom, it is necessary to focus on designing teaching resource, and also design the teaching environment and teaching evaluation. The specific design content is as follows:

(1) Teaching resource design. Teaching resource is the various conditions that can be utilized, such as materials provided for effective teaching. According to the college English blended teaching process based on the rain classroom, three stages of teaching resource need to be designed: pre-class electronic resource, including online video, micro-course, rain classroom mobile phone courseware, pre-school test questions and mind maps; in class electronic resource, including PPT for teaching, classroom exercises and classroom quiz; after-school electronic resource, including improved materials related to English reading, extended materials and post-class consolidation test questions. Suitable for learning resource in the rain classroom to ensure the continuity and fragmentation of knowledge, centered on the core knowledge module, and spread out at the star level around the central knowledge module.

(2) Teaching environment design. The rain classroom is based on social software WeChat as the platform. For students, the most important learning environment is smartphone and WeChat. In order to support students to study anywhere, anytime, you need to cover the entire campus WiFi network. However, smartphones are more harmful to the brain and eyes, and the screen displays less content. Therefore, students are best equipped with a laptop. Teachers need classrooms and computer voice rooms, and good wired and wireless networks for fixed terminals and mobile terminals. Teacher equipment needs to be equipped with the smartphone and WeChat so that students can communicate at any time. Teachers also need to have a personal computer with WeChat installed to facilitate the promotion of learning materials and interaction with students.

(3) Teaching evaluation design. Foreign language teaching should enable learners to truly understand the purpose of language learning and appreciate the practical value of language in the process of communication. Based on the blended teaching of the rain classroom, the knowledge is taught to the class. The teachers and students have time to communicate and discuss in the classroom, which increases the opportunities for students to use the language in the classroom and promotes the internalization and mastery of the language knowledge. The college English blended teaching mode based on the rain classroom is suitable for process evaluation, evaluation and teaching are carried out at the same time, evaluation and teaching are crossed and integrated. The design of teaching evaluation includes: systematic analysis and overall evaluation of the teaching process; observation and evaluation of each link and activities of the teaching process; and realization of diversification of evaluation main part and design of diverse evaluation tools.

4. Blended Teaching Implementation of College English based on Rain Classroom

With the continuous development of educational informatization, especially the rise of the rain classroom, it has given the rich meaning of blended teaching, and at the same time further promoted the teaching reform of colleges and universities. Based on the implementation of the college English blended teaching model in the rain classroom, it is necessary to consider the actual situation of each university. Referring to the relevant literature, the relevant implementation strategies proposed in this paper are as follows:

(1) Colleges should pay attention to and support the reform of college English blended teaching. Heavy scientific research and light teaching are common problems in many colleges and universities, especially for ordinary undergraduate colleges that urgently need to improve the ranking of colleges and universities. The emphasis on and the intensity of investment in teaching is far less than the scientific research work. On the other hand, at the mercy of the limitations of educational resource such as teacher level, teaching expenses and teaching equipment, many

colleges do not have enough strength to promote blended teaching, which seriously restricts the improvement of school teaching level and teaching quality. Applying the blend learning mode to college English teaching has unique advantages. Students have higher self-independence, meet the needs of students' fragmented learning, and facilitate teachers to control students' learning. Encourage teachers to carry out college English blended teaching reform, provide convenience and benefits for teachers from various aspects, and encourage teachers to actively carry out college English blended teaching reform.

(2) Teaching monitoring and teaching evaluation are important components of the blended teaching mode. First of all, teachers should carefully monitor the progress of students' participation in learning activities. They should monitor the progress of learning, monitor the learning effects and existing problems, give timely encouragement and guidance to students, make timely evaluations, and help students adjust their learning methods. Secondly, teachers should communicate with students, understand the learning situation of students through multiple channels, and conduct diversified development evaluation of students. They should not only pay attention to academic achievements, but also discover potentials in various aspects, help students to understand themselves and give full play to the function of educational evaluation. Finally, teachers should pay attention to the procedural information of learning, as well as the result information of learning, and deposit the student's learning progress, problem answering, homework submission and discussion participation in the student's e-learning portfolio to save the student's growth information.

(3) Construct the college English blended teaching resource library based on the rain classroom. All resources that are conducive to improving students' practical English proficiency, such as textbook resource, multimedia teaching resource, digital resource, and school-enterprise resource, which should be absorbed into the teaching resource database. First, the textbook is an important part of the teaching resource. College English teaching is based on general English textbooks, combined with professional English to understand the latest professional trend, according to the actual situation of students and majors, make the textbooks in a targeted manner to reflect practicality, communication and professionalism. Second, teachers make full use of the advantages of modern educational technology, incorporate multimedia technology into classroom teaching, timely understand the latest developments and advanced technologies of the industry through online resource, sensitively catch industry trend, and timely adjust teaching content. Third, establish the school-enterprise connection ties, obtain the professional development direction, the knowledge and professional skills required for employment through the enterprise unit, and expand the teaching resource in combination with the actual needs of English.

(4) Construct the effective information-based teaching strategy. The implementation of blended teaching should not only play the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also reflect the initiative and creativity of students, reflect the requirements of cultivating students' core literacy and the characteristics of deep learning, improve classroom participation and optimize learning effect. Self-learning before class, the teacher determines the teaching objectives according to the curriculum standard, the students' learning level and learning characteristics. Teaching resource can be video, audio, documents, pictures or web links. Teachers should understand the students' self-learning situation and improve the pertinence and purpose of teaching. In-class knowledge internalization, teacher design cases, situations, problems and detection tasks, find problems in students' self-learning, realize problem resonance and emotional resonance through collaborative inquiry, give concrete guidance to students' problems, and train students core literacy. After-school knowledge development, use the after-school time to carry out learning reflection, realize the extension and expansion of after-school learning, and build students' ability to explore knowledge.

5. Conclusion

The blended teaching mode combines the advantages of traditional teaching methods with the advantages of networked teaching. It not only plays the leading role in guiding, inspiring and monitoring the teaching process, but also fully reflects the initiative, enthusiasm and creativity of

students as the main body of the learning process. Blended teaching is greatly influenced by the constructivist learning theory. Bruner's educational theory holds that students are actively accepting knowledge and are processors who accept information. The constructivist learning theory advocates mobilizing the initiative of learners to learn independently, and learners can actively explore and discover the knowledge they have learned. The goal of college English teaching is to cultivate students' comprehensive English application ability. All higher education institutions should make full use of modern information technology, especially supported by network technology, and improve the single teaching mode based on teachers, so that English teaching and learning can be to a certain extent, not limited by time and place, and it is developing in the direction of individualization and independent learning. Based on the reform of college English blended teaching mode in the rain classroom, it is necessary to meet the new needs of the society for English talents, train students to develop good study habits, guide students to explore and self-learning, and highlight the value of college English education. The research results of this paper are applied to the reform practice of college English teaching, which is conducive to cultivating students' independent inquiry, cooperative communication and innovative ability. It realizes the multi-channel communication, interaction inside and outside the classroom, fully mobilizes students' enthusiasm, thus improving classroom teaching efficiency and promoting college English. Then the overall quality of teaching has improved.

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